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MUSIC AND THE HIGH SCHOOL LIBRARY

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APR 20.
A Paper

presented to

The Faculty of the Department of Music
Eastern Illinois University
Charleston, Illinois

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Neva Buckley
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Approved by

July 15, 1958

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	3
II. EXPLANATION OF DEWEY DECIMAL SYSTEM	6
III. STUDY OF SMALL SCHOOL LIBRARIES.	10
Westfield	10
Grant Park.	10
Kansas.	10
Manteno	11
Summary	12
Conclusion and Recommendation	13
Recommended Book Lists.	14
IV. STUDY OF MEDIUM HIGH SCHOOL LIBRARIES	20
Martinsville.	20
Momence	20
Watseka	21
Lake Zurich	21
Vandalia.	21
Summary	22
Conclusion and Recommendation	23
Recommended Book Lists.	24
V. STUDY OF LARGE HIGH SCHOOL LIBRARIES	33
Personal Interviews	33
Kankakee.	36
Mattoon	36
Park Forest	36
Summary	38
Conclusion and Recommendation	39
Recommended Book Lists	40
VI. PERSONAL APPLICATION	52
APPENDIX A	56
APPENDIX B	57
BIBLIOGRAPHY	58

CHAPTER I

INTRODUCTION

In the high school libraries today there is a need for a better set of music books for a much expanded high school curriculum. Books must answer several needs. Class music needs dictionaries, encyclopedias, histories, biographies, opera books, and recording materials. High school seniors need career materials which present an honest, up-to-date picture of music careers. Song leaders in Girls Scouts, church, and 4-H Clubs need some collections of community song books, Christmas Carols, folk songs, student songs, and spirituals to vary their recreational programs. The band members should have available materials on the history of bands and band instruments, and twirlers need new materials to compose their routines. Even the non-music minded student just glancing through the music books on the shelf should find something of interest to him.

The responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards

To provide a background of information which will enable pupils to make intelligent judgments in their daily life

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure comprehensive collection appropriate for the users of the library¹

This paper is meant to familiarize both music teachers and librarians with the wealth of books that should be available to high school students. The teacher could recommend that these students browse through the music books, and the librarian could try to catch their interest by clever and attractive displays.

I have based much of this study on the authority of the American Library Association. The American Library Association is an organization of libraries, librarians, and friends of libraries in the United States and Canada. It was founded in 1876 at the Centennial Exposition in Philadelphia, Pennsylvania, for the purpose of promoting library service and librarianship. For over 30 years the association carried on its activities without a headquarters office and without paid personnel. In 1900 a permanent headquarters was established, and a salaried executive was placed in charge. At present, the headquarters staff exceeds 60 persons, while more than 70 voluntary committees assist the organization in carrying on its work.²

The association acts as a clearing house, not only for public libraries, but for school, college, hospital, prison, business and

¹Superintendent of Public Instruction, Educational Press Bulletin. (Springfield, Illinois, March, 1956) p. 6.

²Encyclopedia Americana, Vol. 1 (New York, Americana Corporation, 1946), p. 527.

special libraries as well, and also for library training schools. It seeks to improve library service by improving the personnel; carries on co-operative enterprises such as cataloging, the compilation of bibliographies, etc.; makes available authoritative information in regard to such subjects as book buying, bookbinding, library building, children's libraries, and library broadcasting; and promotes research, studies, surveys, and general investigations of library matters.³

Four periodicals are issued by the association - - the Bulletin of the American Library Association, a monthly publication which includes the annual reports, the conference proceedings, and the semi-monthly supplement as a guide to the selection and purchase of current books; Subscription Books Bulletin, a quarterly publication which presents critical estimates of subscription books and sets sold through agents; and, the Journal of Documentary Reproduction, a quarterly publication which reviews the use of photography. In addition, it publishes numerous books and pamphlets of special interest to librarians.⁴

The association has affiliations or very close relations with many other libraries and educational organizations, including the National Congress of Parents and Teachers. The publications of this association served as the basic authority for book selection and reviews used in this paper. The only disadvantage in using this sole authority for ordering books is that a new book takes two to three years to be passed by the board of censors and trustees. If a librar-

³Encyclopedia Americana, Vol. 1 (New York, Americana Corporation, 1946), p. 528.

⁴Ibid., p. 528.

ian orders a new book not on the list, she must trust her own good judgment and take a chance that it might not be a wise choice. If a book is three years old, it will be in the catalog if it is recommended.

CHAPTER II

EXPLANATION OF DEWEY DECIMAL SYSTEM

There are twenty different classifications of music books. A brief explanation of each follows to aid the music teacher and reader.

General Music 780. General Music is an all-over introduction to music for the beginner who knows nothing about music other than he likes it and wants to know more about it. Books included in this class should be of a non-technical nature which would not discourage the novice. The basic facts of music (such as melody, harmony, chord structure, and terms with familiar examples in composition) should be presented.

Appreciation of Music 780.15. Appreciation studies would include music by contemporary composers as well as the classics. Appreciation of music includes instrumental music, vocal music, symphonic music, band music, opera music, organ music, chamber music, art songs, Broadway musicals, folk music, piano music, and a student should be able to receive a background of knowledge in these fields from the library.

Dictionaries and Encyclopedias 780.3. This classification includes works from pocket-sized dictionaries of musical terms to sets of encyclopedias such as Groves' Dictionary of Music and Musicians.

Essays 780.4. This classification includes stories relating personal incidents from the lives of great composers.

Careers in Music 780.69. These career books contain the qualifications of pursuing a musical career and include matters such as salaries and working conditions.

Study of Music 780.7. The scientific reasoning behind music is called theory, which is the science of music. Training in transposition, harmonization of melodies, and other practical applications of the student's knowledge are dealt with here. The study of music also includes how to play the different band, orchestra, and popular instruments.

History of Music 780.9. History of music covers church music, folk songs, American music, opera, piano, organ, orchestra, radio, and the biographies of the great masters. In this category is also included information on ancient and modern music.

American Music 780.973. This classification is a specialized one dealing specifically with American music and is not included as such in 780.9. American music contains folk songs, hymns, national songs, Negro spirituals and war songs which have all grown up in the 300 years of American music.

Dramatic Music 782.08. This class includes collections of stories from operas of more than one composer.

Opera 782.1. Included are stories of operas of a single composer, the story of the opera, biographical sketches of artists, motives, and themes of chief arias, and marginal comments on the roles.

Operatic Encyclopedia 782.103. It is necessary that a library contain at least one encyclopedia on the complete works of opera.

Christmas Carols 783.6. Christmas carols, their origin, and connection with Christmas symbols should be studied at Christmas time and carols should be available to everyone in the school.

Vocal 784. This class includes indexes to songs which help in look-

ing up authors and composers. Popular music with its beginnings are also included in this class.

Folk Songs 784.4. This classification includes American folk songs and folk songs from other countries. Included are work songs, dance songs, nursery songs, ballads, marching songs, hymns, sailor chanteys, and lumbermen ballads.

Community Songs and Camp Songs 784.6. Girl and Boy Scouts, Camp-fire Girls, and 4-H Camps all use music as an integral part of their camp program.

Student Songs 784.62. School and college pep songs are a part of school life and should be included on the book shelves.

National Anthems 784.71. The national songs of different countries are a phase of music which is closely connected with history. The national anthems reflect the feelings of the people for their country.

Negro Spirituals 784.756. The Negro element in our country has influenced our culture and will always be a part of our American heritage. Negro work songs, revival songs, sad spirituals all look forward to the "Promised Land" when work is over.

Collected Songs and Operettas 784.8. Gilbert and Sullivan have done the most outstanding work in operettas so that every library should have one book about operettas.

Orchestra 785.1. There is a brief summary of orchestral conductors, famous orchestras, and biographies of famous conductors and performers. The four instrumental families: woodwind, brass, percussion and string are explained in detail.

Bands 788. The famous band leaders and their biographies, the development of band instruments, marching units, uniform dress, are in-

cluded.

Bells 789.5. The use of bells up through history is very interesting and should be included as a part of a complete library.

Phonograph Records 789.912. Recordings should be offered as a part of library circulation service and there should be an accurate, up-to-date list of recording collections.

Catalogs of Records 789.913. Listings of individual records would be of value to a high school appreciation class.

Biography 920. Collections of biographies would greatly aid a student who doesn't need too much detailed information about any one composer.

Individual Biography 92. The lives of master composers as well as popular composers interest and inspire their readers.

CHAPTER III

STUDY OF SMALL HIGH SCHOOL LIBRARIES

I have made studies of four small high school libraries in Illinois. They vary from sixty-eight to three-hundred enrollment. I have listed the number of books in each section that exists and the number of times each was checked out in 1957.

Westfield has twenty-one books in the music section of their library. They are classified thus:

<u>Number of Books</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
7	780-Introduction	0
1	782-Opera	0
3	784-Vocal	0
9	920-Biography	3

Grant Park is a small high school with 130 students. There are 15 books in the music section. They are classified thus:

<u>Number of Books</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
2	780-Introduction	0
2	780.9-History	1
1	780.7-Study	0
3	784-Vocal	0
1	784.4-Folk	0
2	788-Band	0
4	920-Biography	1

Kansas has a high school enrollment of 200 students. They have 21 books in their music section of the library. They are classified thus:

<u>Number of Books</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
1	780-Introduction	0
3	780.9-History	0

<u>Number of Books (cont.)</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
1	780.3-Dictionary	0
2	782-Opera	0
3	785.1-Orchestra	0
11	920-Biography	14

The only books that were checked out in the Kansas High School Library last year were from the biography section. The librarian indicated that they were used for reports in junior and senior English.

Manteno High School has 200 enrollment. They have 12 music books in their library. They are classified thus:

<u>Number of Books</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
1	780-General Music	6
1	780.3-Dictionary	4
2	780.69-Career Books	4
2	780.9-History	16
2	782-Opera	1
1	784.4-Song Books	2
1	783.6-Carol Books	2
1	785.1-Orchestra	3
1	920-Biography	0

At Manteno High School, history of music seems to rate highest in circulation. This is the only school with career books in this section and four students were interested enough in checking up on the requirements for a music career.

SUMMARY OF A SMALL SCHOOL LIBRARY SURVEY

The music sections of small school libraries which I surveyed proved that small school libraries are not lacking because there are not many demands for music books.

A high school with sixty-eight enrollment has twenty-one music books in its library. This number is more than a high school with five-hundred enrollment. However, the circulation of the music books is very limited. It seems that fiction books are the only ones which the students will check out without urging by a teacher.

Biographies of composers have been checked out more than any other classification of books, which indicates that the students like biographies and those books have been wisely chosen.

One school of two hundred enrollment as the Groves' Dictionary of Music and Musicians while a school of more than one thousand does not.

Manteno has fewer music books on their shelves than any other of the small schools investigated. They have two career books, and no other small school library in my survey has any. The opinion is that their books have been wisely chosen and, therefore, have better circulation than any other small school library in this group. Quality not quantity is the best rule to follow in stocking book shelves.

Books on opera have not been appealing to students and some of the schools have three or four books which stand on the shelves year after year benefiting no one.

CONCLUSION AND RECOMMENDATION

I realize there are problems of space, budget and time involved in equipping a small school library with adequate music books; however, there is no use buying more books if the students don't read the ones that are there. What are the reasons for this poor circulation? It may be that the teacher didn't recommend them to his classes, or the librarian gets busy and overlooks displaying new books to encourage the students' reading, or the original choice of books was poor and still remain on the shelves.

In a small high school, a teacher with very little training in library science acts as librarian.

Appendix B has the North Central Association's recommendations for accredited high school libraries, which includes library budgets based on school enrollment. The librarian should give careful consideration in choosing a basic background of books to be supplemented each year.

A basic collection of music books has been carefully selected to be of benefit to high school students who want recreational reading, materials for book reports, and books in other fields of music interest. Classroom music isn't generally offered in a small high school, and the librarian's choice of books would be influenced.

Thirty-four books and their reviews are given next at a cost of \$113.85.

BOOK REVIEWS FOR A SMALL HIGH SCHOOL LIBRARY

General Music 780

1. DRINKER, SOPHIE. Music and Women. Coward-McCann, Inc., New York. 1948. \$7.50. 323 p.

The author tells the part women of many nationalities play in the development of music. She starts with the women of New Guinea and from Indian squaw music, funerals and muns, to Vassar music school. This book should be an incentive to any high school girl who is interested in music.

2. EWEN, DAVID. Home Book of Musical Knowledge. Prentice-Hall, New York. 1954. \$4.95. 482 p.

This is a simplified volume of understandable musical terms for the unschooled music lover. It gives much of the information he needs for intelligent understanding of music, vocabulary, schools and literature.

3. KINSCHELLA, HAZEL G. History Sings. University Publishing Co., New York. 1940. \$5.50. 528 p.

This is a story of music in America which includes 300 years of its growth. The first American composers and the first song composed here make this an American history as well as music history.

Dictionaries and Encyclopedias 780.3

4. EWEN, DAVID. Music for the Millions. Arco, New York. 1946. \$6.00. 629 p.

This is a very good reference dictionary of music and musicians. It is the first single volume work in any language to deal with all forms of musical masterpieces. It is a non-technical book on masterpieces in every field of music.

Musical Essays 780.4

5. TAYLOR, DEEMS. Music to my Ears. Simon & Schuster, New York. 1949. \$3.00. 288 p.

The author divided this book into six sections resembling sonata form. He explains the symphony and adds his own little quips at people which make the book appealing to high school students.

Careers in Music 780.69

6. ELKIN, ROBERT. A Career in Music. William Earl and Co., New York. 1950. \$4.75. 255 p.

This is one of the best books discussing the qualifications, training and the cost of a musical career. Thirteen top music educators had a part in this book and the student can get a different outlook on music with each personality.

Study of Music 780.7

7. COTT, TED. Victor Book of Music Fun. Simon & Schuster, New York. 1945. \$1.50. 169 p.

This is a brand new collection of musical quiz games anecdotes and cartoons, and is a wonderful 169 page book of musical fun for all. A high school student would find this book useful at any recreational gathering.

History of Music 780.9

8. BAUER, MARION AND ETHEL PEIPER. Putnam, New York. 1939. \$5.00. 647 p.

The authors start from pre-historic times to the present day and is a comprehensive and accurate history told in a simple and straight-forward style suitable for both children and adults.

Dramatic Music 782.08

9. CROSS, MILTON. Doubleday, New York. 1947. \$2.95. 627 p.

This is an attempt to fill a need to tell the stories of the best known operas completely and accurately with every bit of essential action described. It is one of the many non-technical opera books on the market.

Christmas Carols 783.6

10. WASNER, FRANZ. Pantheon Books, New York. 1950. \$3.50. 128 p.

This is a beautiful book of Christmas carols from many lands with both original and English words. The carols are arranged for voice and piano by the Trapp family musical director. This would interest both young and old, since carols appeal to everyone.

11. FREEMAN, LARRY. The Melodies Linger On. Century House, New York. 1921. \$3.50. 212 p.

The author tells the history of eighty years of popular songs and pictures of old song covers and advertisements make this book very appealing to high school students. It starts with Sweet Adeline and extends to White Christmas. Close harmony singing, phonograph fever, radio music, and the juke box all figured in the history of popular music.

12. LOMAX, JOHN and ALAN LOMAX. Folk Song U. S. A. Duell, Sloan and Pearce, New York. 1953. \$4.75. 407 p.

This is a sampling of homemade hand-me-down in words and music. The Lomax family traveled extensively throughout the United States in order to record these ballads and makes it a fine, accurate collection.

13. SPAETH, SIGMUND. History of Popular Music in America. Random House, New York. 1948. \$5.00. 729 p.

This is the history of ballads, ragtime, jazz and the stories behind the songs from Yankee Doodle to the present. Such things as slang, clothes, hair styles, inventions, games, food and drink have influenced our popular songs and this book would interest any high school student.

Folk Songs 784.4

14. SANDBURG, CARL. New American Songbag. Broadcast Music, New York. 1950. \$2.50. 107 p.

This is an excellent collection of folk songs. The author has done extensive work in collecting songs which deal with the history of America and there are 280 songs in this collection.

National Anthems 784.71

15. National Anthems and How They Came to be Written. New York. \$1.00.

This is the only material I could find on anthems. It is a pamphlet telling the stories behind the national anthems of the USA, England, Germany, Korea and other countries.

Negro Spirituals 784.756

16. JOHNSON, J. W. Books of American Negro Spirituals. Viking, New York. 1940. \$4.95.

This would be a valuable book to own, especially if there are any colored students in the school. This book contains the words and music to 120 spirituals.

Operettas 784.8

17. TAYLOR, DEEMS. Treasury of Gilbert and Sullivan. Simon and Schuster. New York. 1941. \$6.00. 405 p.

This includes the words and music to many of their operettas and is delightfully written.

Orchestra 785.1

18. HUNTINGDON, HARRIETT. Tune Up. Doubleday, New York. 1942. \$2.50. 277 p.

The author describes each instrument, its origin, its construction, and its place in the symphony orchestra. There are very attractive pictures of the instruments in the hands of young musicians. This is not a technical book.

19. MONTGOMERY, ELIZABETH. Story Behind Musical Instruments. Dodd, New York. 1953. \$2.75. 196 p.

The author describes how and where each instrument originated in a very interesting and appealing manner. For example, the history of the violin includes the history of Amati, Stradivarius, Tourte and Erard who influenced the development of the violin.

Bands 788

20. GRAHAM, ALBERTA. Great Bands of America. Nelson, New York. 1951. \$2.00. 185 p.

This is a summary of the American Band with history and personalities in our outstanding bands of today and yesterday. Military bands, circus bands, Salvation Army Band, city bands and part bands make this an interesting, easy to read book for everyone.

21. ROBERTS, BOB and NADINE WHALEN. Twirler and Twirling Corps. Carl Fisher, Chicago. 1954. \$1.25. 32 p.

This is an excellent pamphlet that would be an asset to any band director who has to help the twirlers and knows little about it. The twirlers are given routines, one hand, both hands, and finger twirls, plus band signals.

Bells 789.5

22. COLEMAN, SATIS. Book of Bells, Doubleday, New York. 1953. \$2.75. 177 p.

The author tells the story of all kinds of bells. Christmas bells, legends of bells, influence of bells, magic of bells, ringing of bells and other interesting accounts of bells make this an excellent music addition.

Recording Collection 789.912

23. AFFELDER, PAUL. How to Build a Record Library. E. P. Dutton & Co., Inc., New York. 1947. \$3.50. 256 p.

The author lends a helping hand to the would-be music lover who wants to own a rewarding and meaningful home recording library. The students as well as the music instructor and librarian can make good use of this book.

Biography 920

24. EWEN, DAVID. The Story of Arturo Toscanini. Henry Holt & Co., New York. 1951. \$3.50. 141 p.

The author states that Toscanini was certainly the greatest living conductor and perhaps the greatest director of all time. There is a rich and vibrant portrait of a man whose life of and devotion to music have never wavered even when it meant exile from Italy.

25. HANDY, W. C. Father of the Blues. Macmillan Co., New York. 1941. \$3.50. 309 p.

This is an autobiography. He writes of his life with charm and dignity. He tells of his early struggles, his father's ministry, the hard lot of a Negro knocking about. It was under the strain of bankruptcy and temporary blindness that he realized his musical ability.

26. BAKELESS, KATHERINE. Story Lives of Great Composers. Lippincott, New York. 1940. \$2.75. 264 p.

This is a stimulation and enlightening series of studies of the influences of great musicians upon each other. This is a book to arouse musical interest and appreciation in young and old.

27. EWEN, DAVID. Men and Women Who Make Music. Merlin, New York. 1949. \$4.00. 233 p.

This book contains information on living musicians. Composers, pianists, violinists, vocalists are included to interest any one interested in a professional account of the musician.

28. GRAHAM, ALBERTA. Great Bands of America. Nelson Publishing Co., 1951. \$2.00. 185 p.

This is a summary of the American band with the history and personalities of our outstanding bands of today and of yesterday. Military bands, circus bands, Salvation Army Bands, city bands and park bands all make this an interesting, easy to read book for everyone.

29. G. & C. MERRIAM CO., Webster's Biographical Dictionary. New York. 1953. 1697 p.

This is a very concise history of names of noteworthy persons including musicians, both foreign and American. Composers, conductors, performers, and great masters both dead and alive are included. This is a very fine book for reference work and probably a library would have one already.

30. EWEN, DAVID. George Gershwin. Holt, New York. \$3.00. 211 p.

This is the biography of an American composer of popular music. It is based on the author's memories of his personal acquaintance with Gershwin. This is published as a book for young people and coming close to their own time adds great interest to high school students who would like a better understanding of popular and serious music.

31. EWEN, DAVID. Irving Berlin. Holt, New York. 1950. \$3.00 179 p.

The author tells the story of the composer's beginnings in a little Russian village more than fifty years ago. Here is the poverty stricken childhood on the Lower East Side, here the budding musical genius, a singing waiter in Bowery saloons. His story of the musical comedy stage, the radio and the movies.

32. PURDY, CLAIRE LEE. Stephen C. Foster. Messner, New York. 1940. \$2.75. 236 p.

The author has made use of known facts and traditions in the lives of Stephen Foster and his family; to heighten dramatic interest she has made use of fiction in describing incidents forming the background for her facts. This account of Stephen Foster and his American folksongs is also a recreation of colorful sections of American life, the steamboat Negroes and the covered wagons and contains music for 28 songs.

33. BENET, LAURA. Enchanting Jenny Lind. Dodd, New York. 1939. \$3.00. 452 p.

This is an authentic biography of Jenny Lind's first thirty years. Although she lived in a very different period in history, she is a real person with whom the girl of today will feel at home. This is a book for older girls.

34. SPAETH, SIGMUND. Dedication. Holt, New York. 1950. \$3.00. 180 p.

This is the story of Robert Schuman and Clara Wieck. Following their romance from the first meeting of the young composer and Clara and the objection of Mr. Wieck. The latter part of Schumann's life is very sad and Clara dedicated the rest of her life to his music.

CHAPTER IV

STUDY OF MEDIUM HIGH SCHOOL LIBRARIES

Five studies of medium-sized high school libraries have been made. Their enrollments extend from three-hundred to five-hundred.

I have listed the number of books in each section that exists in each library and the number of times each was checked out in 1957.

Martinsville is a medium-sized school with an enrollment of 297 students. They have 11 books in the music section. They are classified thus:

<u>Number of Books</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
5	780-General Music	0
2	780.9-History	0
1	784-Vocal	0
1	785-Orchestra	0
2	920-Biography	1

Only one book, a biography, has been checked out during a whole year.

Momence is a medium-sized high school with an enrollment of 300. There are 35 music books in the library. They are classified thus:

<u>Number of Books</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
3	780-General Music	3
1	780.3-Dictionary	0
1	780.7-Study	2
2	780.92-Biography	8
4	780.9-History	5
2	782.08-Dramatic	0
2	784.4-Folk	1
3	785.1-Orchestra	2
16	920-Biography	10

Watseka is a medium-sized high school with an enrollment of 360.

They have 17 music books. They are classed thus:

<u>Number of Books</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
6	780-General Music	6
3	780.3-Dictionary	2
0	780.7-Study	0
1	780.92-History	1
3	782-Opera	2
0	784-Folk Songs	0
0	785.1-Orchestra	0
5	920-Biography	8

As has been the case before, the biographies have interested more students than any other class.

Vandalia High School has an enrollment of 500. They have 15 books on music. They are classified thus:

<u>Number of Books</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
2	780-General	5
4	780.9-History	11
2	782.1-Opera	3
5	784-Vocal	6
1	785-Orchestra	1
1	789-Recordings	1

Lake Zurich has 525 students in the high school. They have 15 music books in the library.

<u>Number of Books</u>	<u>Class of Book</u>	<u>Times Checked Out in 1957</u>
2	780-General Music	2
1	Dictionary	0
3	American Music	2
4	Opera	0
1	Folk Songs	2
4	Orchestra	0

SUMMARY OF A MEDIUM HIGH SCHOOL LIBRARY

After studying the music libraries of five high schools, my feeling is that they are inadequate for students' needs if any assignments are made demanding research materials.

The number of times that the music books have been checked out makes it evident that either the students don't know where the music books are placed or else that there is nothing of interest there if they do find them.

Schools all seem to be all too adequately stocked on opera books which do not interest most high school students.

The libraries contained many books not listed in the American Library Association catalog. They are not recommended and seem merely to occupy space and benefit no one. There are no books on careers in music which might answer some questions that a student would hesitate to ask a teacher. Three of the schools had no biographies of composers on their shelves.

I do not believe that this inadequacy is altogether the fault of the librarian. If the music teachers do not check with the librarian from time to time about ordering new books, the librarian will think the music books are adequate and the whole matter will be neglected.

CONCLUSION AND RECOMMENDATION

The weaknesses of these medium-sized libraries were discovered; therefore, the assumption is that improvements in quantity and quality of music books would greatly aid in making the library more valuable.

The school with the largest enrollment seemed to be the most inadequate and disappointing. Many of the libraries contained books that hadn't been published since 1950. Many times the covers are covered with dust and faded and are unattractive. Some of the libraries could destroy all of their music books and no one would miss them.

Generally speaking, one course in either music appreciation or general music is offered in a school this size, and there is a need for adequate research materials. Only one school even comes close to fulfilling these needs.

A collection of books has been selected that would be necessary for research and appreciation of music. Fifty-nine books were selected at a cost of \$195.34 in order to give maximum education to high school students.

General Music 780

1. DRINKER, SOPHIE. Music and Women. Coward-McCann, Inc., New York. 1948. \$7.50 323 p.

The author tells the part women of many nationalities play in the development of music. She starts with the women of New Guinea and covers from Indian squaw music, funerals and nuns, to Vassar music school. This book should be an incentive to any high school girl who is interested in music.

2. EWEN, DAVID. Home Book of Musical Knowledge. Prentice-Hall, New York. 1954. \$4.95. 482 p.

This is a simplified volume of understandable musical terms for the unschooled music lover. It gives much of the information he needs for intelligent understanding of music, vocabulary, schools and literature.

3. KINSCHELLA, HAZEL G. History Sings. University Publishing Co., New York. 1940. \$5.50. 528 p.

This is a story of music in America which includes 300 years of its growth. The first American composers and the first song composed here make this an American history as well as music history.

4. ERSKINE, JOHN. What is Music? J. B. Lippincott Co., New York. 1944. \$2.70. 212 p.

The author analyzes music theory and also deals with the relation of musicians to society. All kinds of music, notation, instruments, careers, performers, teachers, composers, publishers and critics are included.

5. ELSON, ARTHUR. The Book of Musical Knowledge. Houghton-Mifflin Co., New York. 1927. \$1.69. 600 p.

This book was planned with a view to placing before the general reader the main facts that would enable him to appreciate music intelligently. Schools of music, lives of composers, qualities of their works, instruments, evolution of music and savage tribes all make this book very informative.

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8. KINSCHELLA, HAZEL G. Music on the Air. Garden City Publishing Co., New York. 1934. \$5.00. 435 p.

The author takes up radio listening and helps the listener separate the best music from the poor. It is interestingly written and every artist, student, and composer should read it. Opera, church music and instrumental music are all discussed. A study of American music makers, contemporary music from China and other countries, modern music and the story of music to the twentieth-century are also included.

9. PEIPER, ETHEL. How to Enjoy Music. G. P. Putnam's Sons, New York. 1933. \$2.00. 157 p.

This is a little book designed for the listener who knows absolutely nothing about music except that it is beautiful and that he needs to know more about it.

Dictionaries and Encyclopedias 780.3

10. EWEN, DAVID. Music for the Millions. Arco Publishing Co., New York. 1946. \$6.00. 629 p.

This is a very good reference dictionary of music and musicians. It is the first single volume work in any language to deal with all forms of musical masterpieces. It is a non-technical book on masterpieces in every field of music.

11. BLOM, ERIC. Grove's Dictionary of Music and Musicians. St. Martins' Publishing Co., New York. 1954. \$127.50. 9 v.

This is a 9 volume set of music and musicians and is all-inclusive. It is an excellent set and could replace many smaller references.

Musical Essays 780.4

12. TAYLOR, DEEMS. Music to my Ears. Simon & Schuster, New York. \$3.00. 288 p.

The author divided this book into six sections resembling sonata form. He explains the symphony and adds his own little quips at people which make the book appealing to high school students.

13. TAYLOR, DEEMS. The Well-Tempered Listener. Simon & Schuster, New York. 1945. \$3.00. 333 p.

This book is divided into three sections: the composer, the performer, and the listener. This is a critic's viewpoint on music which is humorous, satirical and delightful. Abstract music, performers and interpretation are included. The three chapters are entitled The Makers, The Givers, and The Hearers. This is a non-technical book.

Careers in Music 780.69

14. ELKIN, ROBERT. A Career in Music. William Earl and Co., New York. 1950. \$4.75. 255 p.
This is one of the best books discussing the qualifications, training, and the cost of a musical career. Thirteen top music educators had a part in this book so that the student can get a different outlook on music with each personality.
15. JOHNSON, HARRIETT. Your Career in Music. Dutton Publishing Co., New York. 1949. \$3.25. 319 p.
The author answers the question, "Is music the career for you?" Important factors such as salary, raises, living and working conditions, ability, talent are discussed.

Study of Music 780.7

16. COTT, TED. Victor Book of Music Fun. Simon & Schuster, New York. 1945. \$1.50. 169 p.
This is a brand new collection of musical quiz games, anecdotes and cartoons, and is a wonderful 169 page book of musical fun for all. A high school student would find this book useful at any recreational gathering.

History of Music 780.9

17. BAUER, MARION AND PEIPER, ETHEL. How Music Grew. Putnam's Sons, New York. 1939. \$5.00. 647 p.
The authors start from pre-historic times to the present day and is a comprehensive and accurate history told in a simple and straight-forward style suitable for both children and adults.
18. BAUER, MARION AND PEIPER, ETHEL. Music Through the Ages. G. P. Putnam's Sons, New York. 1946. \$5.00. 632 p.
This book is designed as a tool for the student to pick out the high points in the long and vivid story of music. It is meant to help readers in their understanding of radio, recorded and concert hall music.

Dramatic Music 782.08

19. CROSS, MILTON. Complete Stories of the Great Operas. Doubleday & Co., Inc., New York. 1947. \$2.95. 627 p.
This is to fill a need to tell the stories of the best known operas completely and accurately with every bit of essential action described. It is a non-technical book.
20. KOBBE, GUSTAV. Complete Opera Book. G. P. Putnam's Sons, New York. 1954. \$10.60. 1262 p.
This is a very inclusive and very good material on opera. Four hundred leading airs in motives, schools of opera history before Gluck. Operas by Mozart, Beethoven and Weber are discussed. French opera, Italian, modern Italian, modern French, German, Bohemian, Russian, American are discussed in a technical manner.

Christmas Carols 783.6

21. WASNER, FRANZ. Story of the Trapp Family. Pantheon Books, New York. 1950. \$3.50. 128 p.

This is a beautiful book of Christmas Carols from many lands with both original and English words. The carols are arranged for voice and piano by the Trapp family musical director. This would be of interest to both young and old.

22. WHEELER, OPA. Sing for Christmas. Dutton Publishing Co., New York. 1943. \$3.75. 127 p.

This is a collection of twenty-nine carols which opens with the story of St. Frances and his Little Brown Brothers.

Vocal 784

23. FREEMAN, LARRY. The Melodies Linger On. Century House, New York. 1951. \$3.50. 212 p.

The author tells the history of eighty years of popular songs and pictures of old song covers and advertisements which make this book very appealing to high school students. It starts with "Sweet Adeline" and ends with "White Christmas". Close harmony singing, phonograph fever, radio music and the juke box all figured in the history.

24. LOMAX, JOHN and ALAN LOMAX. Folk Song U. S. A. Duell, Sloan and Pearce, New York. 1954. \$4.75. 407 p.

This is a sampling of homemade hand-me-down in words and music. The Lomax family traveled extensively to record these these ballads and makes it a fine collection.

25. SPAETH, SIGMUND. History of Popular Music in America. Random House, New York. 1948. \$5.00. 729 p.

This is the history of ballads, ragtime, jazz and the stories behind the songs from Yankee Doodle to the present. Such things as slang, clothes, hair styles, inventions, games, food and drink have influenced our popular songs and this book would interest any high school student.

Folk Songs 784.4

26. SANDBURG, CARL. New American Songbag. Broadcast Music, New York. 1950. \$2.50. 107 p.

This is an excellent collection of folk songs. The author has done extensive work in collecting songs which deal with the history of America. There are 280 songs in this collection.

27. LOMAX, JOHN and ALAN LOMAX. American Ballads and Folk Songs. The MacMillan Company, New York. 1934. \$7.00. 625 p.

This book contains folk songs and collections of railroad songs, blues, minstrel songs, war songs and soldiers' songs. The melody line only is included and was obtained from wax records, aluminum and celluloid recordings.

28. PAN-AMERICAN UNION. Latin American Song Book. Ginn and Company, Chicago. 1942. \$1.76. 128 p.

This book contains songs which you would hear and sing many times if you were to travel or live among the people of Latin America. This would be beneficial to Spanish classes.

National Anthems 784.71

29. National Anthems and How They Came to be Written. New York. \$1.00

This is the only material I could find on anthems. It is a pamphlet telling the stories behind the national anthems of the USA, England, Germany, Korea and other countries.

Negro Spirituals 784.756

30. JOHNSON, J. W. Books of American Negro Spirituals. Viking Press, New York. 1940. \$4.95. 200 p.

This would be a valuable book to own, especially if there are any colored students in the school. This book contains the words and music to 120 spirituals.

Operettas 784.8

31. TAYLOR, DEEMS. Treasury of Gilbert and Sullivan. Simon & Schuster, New York. 1941. \$6.00. 405 p.

This book contains the stories of all of their operettas, how they came to be written and also how Gilbert and Sullivan started writing together.

Orchestra 785.1

32. HUNTINGDON, HARRIETT. Tune Up. Doubleday and Company, New York. 1942. \$2.50. 277 p.

The author describes each instrument, its origins, its construction and its place in the symphony orchestra. There are very attractive pictures of the instruments in the hands of young musicians. This is a non-technical book.

33. MONTGOMERY, ELIZABETH. Story Behind Musical Instruments. Dodd, Mead & Co., Inc., New York. 1953. \$2.75. 196 p.

The author describes how and where each instrument came about in a very interesting and appealing manner. For example, the history of the violin includes the history of Amati, Stradivarius, Tourte, and Erard, who influenced the development of the instrument.

34. MCKINNEY, LAWRENCE. People of the Note. Dutton Publishing Co., New York. 1950. \$1.50. 63 p.

The author describes in humorous verse (but accurately) the various instruments of a symphony orchestra.

35. EWEN, DAVID. Dictators of the Baton. Prentice-Hall, New York. 1949. \$3.50. 310 p.

This account concerns the 25 major American Symphony orchestras and their permanent conductors and the stories of their success. This would be of interest to any prospective conductors and others.

36. STODDARD, HOPE. From These Comes Music. Crowell, New York. 1952. \$3.50. 256 p.

The author holds a discussion with a professional player about his instrument and includes an introduction to the instrument, explanation of technical terms, etc. This is for the advanced reader.

Bands 788

37. GRAHAM, ALBERTA. Great Bands of America. Nelson Publishing Co., New York. 1951. \$2.00 185 p.

This is a summary of the American band with the history and personalities of our outstanding bands of today and of yesterday. Military bands, circus bands, Salvation Army bands, city bands and park bands all make this an interesting, easy-to-read book for everyone.

38. ROBERTS, BOB and NADINE WHALEN. Twirler and Twirling Corps. Carl Fisher, New York. 1954. \$1.00. 32 p.

This would be an asset to any band director who has to help the twirlers and knows very little about it. The twirlers are given routines for one hand, both hands, and finger twirls plus band signals.

39. MILLIGAN, ROY. Band Rules and Regulations Handbook. 1951. \$1.00. 103 p.

This is a good book for all band members to read and understand. Rules concerning attendance, performance, uniforms, and music are included.

Bells 78.5

40. COLEMAN, SATIS. Book of Bells. Doubleday and Co., Inc., New York. 1953. \$2.75. 177 p.

The author tells the story of Christmas bells, legends of bells, influence of bells, magic of bells, ringing of bells and everything imaginable about bells which makes this a very complete account.

Recording Collection 789.912

41. AFFELDER, PAUL. How to Build a Record Library. Dutton Publishing Co., New York. 1947. \$3.00. 256 p.

The author lends a helping hand to the would-be music lover who wants to build a rewarding and meaningful home recording library. The students as well as the music instructor and librarian can make good use of this book.

Biography 920

42. EWEN, DAVID. The Story of Arturo Toscanini. Henry Holt & Co., New York. 1951. \$3.50. 141 p.

The author states that Toscanini was certainly the greatest living conductor and perhaps the greatest director of all time. There is a rich and vibrant portrait of a man whose life of and devotion to music have never wavered even when it meant exile from Italy.

43. HANDY, W. C. Father of the Blues. The MacMillan Co., New York. 1941. \$3.50. 309 p.

This is an autobiography. He writes of his life with charm and dignity. He tells of his early struggles, his father's ministry, the hard lot of a Negro knocking about. It was under the strain of bankruptcy and temporary blindness many years later that he gradually realized the importance of his new creation. This book has personality and humor and would appeal to any high school music enthusiast.

44. BAKELESS, KATHERINE. Story Lives of Great Composers. J. B. Lippencott Co., New York. 1940. \$2.75. 264 p.

This is a stimulating and enlightening series of studies of the influences of great musicians upon each other. This is a book for arousing musical interest and appreciation in young and old.

45. EWEN, DAVID. Men and Women Who Make Music. Merlin Publishing Co., New York. 1949. \$4.00. 233 p.

This book contains information on living musicians. Composers, pianists, violinists and vocalists are included to interest anyone interested in a professional account of the musician.

46. PURDY, CLAIR LEE. Stormy Victory. Julian Messner, New York. 1942. \$4.00. 245 p.

This is a very good story of Tschaikowsky's life which every music enthusiast would enjoy because it is written in a popular exciting story form.

47. THOMAS, HENRY and DANA THOMAS. Forty Famous Composers. Haleyon House, New York. 1948. \$3.50. 438 p.

The authors present the life stories of the world's great composers. The authors' aim has been to paint personality pictures of living men, rather than compile dry facts about dead geniuses. I would recommend this book because it makes people come to life.

48. EWEN, DAVID. Men of Popular Music. Ziff-Davis, New York. 1952. \$4.50. 213 p.

The author traces the evolution of our popular music during the forty years prior to 1952. That evolution is told through the careers, achievement, aspirations, and personalities of men such as W. C. Handy and Louis Armstrong.

Biographical Dictionaries 920.3

49. G. & C. Merriam Co., Webster's Biographical Dictionary. New York. 1953. 1697 p.

This is a very concise history of names of noteworthy persons including musicians, both foreign and American. Composers, conductors, performers, and great masters both dead and alive are included. This is a very fine book for reference work and probably a library would have one already.

Individual Biography 92

50. EWEN, DAVID. The Story of George Gershwin. Henry Holt and Co., New York. 1948. \$3.00. 211 p.

This is the biography of an American composer of popular music. It is based on the author's memories of his personal acquaintance with Gershwin. This is published as a book for young people and coming close to their own time adds great interest to high school students who would like a better understanding of popular and serious music.

51. EWEN, DAVID. The Story of Irving Berlin. Henry Holt and Co., New York. 1950. \$3.00. 179 p.

The author tells the story of the composer's beginnings in a little Russian village more than fifty years ago. Here is the poverty stricken childhood on the Lower East Side, here is the budding musical genius, a singing waiter in Bowery saloons. This is his story of the musical comedy stage, the radio, and the movies.

52. PURDY, CLAIRE LEE. He Heard America Sing. Julian Messner, New York. 1940. \$2.75. 236 p.

The author has made use of known facts and traditions in the lives of Stephen Foster and his family; to heighten dramatic interest, the author has made use of fiction in describing incidents forming the background for the facts. This account of Stephen Foster and of his American folksongs is also a recreation of colorful sections of American life. The steamboat, the Negro slaves and the covered wagons all furnished inspiration for the twenty-eight songs included.

53. BENET, LAURA. Enchanting Jenny Lind. Dodd, New York. 1939. \$3.00. 452 p.

This is an authentic biography of Jenny Lind's first thirty years. Although she lived in a very different period in history, she is a real person with whom the girl of today will feel at home. This is a book for older girls.

54. SPAETH, SIGMUND G. Dedication. Henry Holt & Co., New York. 1950. \$3.00. 180 p.

This is the story of Robert Schuman and Clara Wieck and follows their romance from the first meeting of the young composer and Clara and the objection of Mr. Wieck. The later part of Schuman's life is very sad and Clara dedicated the rest of her life to his music.

55. GOSS MADELINE. Deepflowing Brook. Henry Holt and Co., New York. 1938. \$3.50. 239 p.

This is the story of Bach's religious nature and the part it played in the development of his music, of his affection for his family, and the various royal patronages he enjoyed. The book has a very attractive format with suitable illustrations for junior and senior high schools.

56. GOSS, MADELINE. Beethoven, Master Musician. Henry Holt and Co., New York. 1946. \$3.50. 364 p.

The author has skillfully emphasized the facts and events most interesting to youthful readers. Boys and girls will find in this volume a Beethoven who is alive and very human. No small part of the value of the book lies in the picture it gives of musical circles in early 1800's. Beethoven seems real because the background is so interesting and because his friends and patrons appear as personalities not as mere names.

57. PURDY, CLAIRE LEE. Victor Herbert; American Music Master. Julian Messner, New York. 1944. \$2.75. 271 p.

This is the story of a man who brought real genius to the comic opera of his day includes selections from his music a complete list of his works, available recordings and other useful data.

58. LOCKNER, LOUIS PAUL. Fritz Kreisler. The MacMillan Co., New York. 1950. \$5.00. 455 p.

This is a biography of the famous violinist and composer. He presents glimpses into all phases of his life, his early developed understanding of music, his teachers, his marriage, his associates, various tours to all parts of the world, his tragic automobile accident, and the more recent years.

59. GOSS, MADELINE. Unfinished Symphony. Henry Holt and Co., New York. 1941. \$3.50. 308 p.

This is a biography written in story form. The author included a chart which relates the happenings in Schubert's life with the other musical and non-musical events of the time, a list of his compositions, and a reading list of books related to his life. His ease and joy in creating, the charm and simplicity of his nature, and a sense of his music are all present in this account of this great composer.

STUDY OF LARGE HIGH SCHOOL LIBRARIES

Three studies of large high school libraries have been made. All three schools have an enrollment of over one thousand. In addition to the statistics gain from the questionnaires, I am including next two personal interviews with fully accredited librarians from large high schools.

PERSONAL INTERVIEW

Miss Gladys Ehrhardt is the full-time librarian for Kankakee High School, Kankakee, Illinois. She has been librarian there for 10 years and is fully qualified.

I asked questions on the workings of a large library, her contacts with the music teachers, and the circulation of the music books. I was interested in the library tools which she used in selecting new books, and she was very co-operative and helpful in answering all of my questions honestly and to the point.

The first thing I asked her was the amount of her yearly budget. She estimated that \$1600 was spent for the entire year but by all the teachers, not just for library materials and books in the library room. She estimated that she spent \$500 for books which remained in the library. Out of this \$500, about \$15.00 was spent for new music books. She said that the library budget for any high school is \$1.50 per student.

Kankakee High School has no class music such as music appreciation or general music courses which would warrant a more organized set of research materials. Therefore, most the books are for recreational reading, which means that they be geared to all types of readers.

This is a deplorable fact but there is no demand or interest for anything except band and chorus so the librarian doesn't have to fulfill a need for classroom subject research.

I asked her about her relationship between the band and chorus teachers. Her reply was that they never visit the library and show no interest in the students' reading matter. The teachers are asked to requisition books for the following year, but the requests show ignorance on the part of the music teachers since they often request "wild cat" volumes which the librarian can't locate in a catalog. Sometimes they request college texts; possibly these were the only ones they investigated. Miss Ehrhardt orders all of the music books from her lists, catalogs, and other sources.

PERSONAL INTERVIEW

I interviewed Mr. Evans at Rich Township High School, Park Forest, Illinois. He is a full-time librarian, fully accredited but was unwilling to volunteer information. His yearly budget is \$5000. He has no definite amount of money to spend in any classification; whatever is needed is purchased. Both he and the music teachers requisition books for the music shelves of the library. They co-operate with him and makes this an ideal situation.

Both music appreciation and class general music are offered, and therefore, a need for more research materials is created. He takes into consideration slow, medium, and advanced readers and buys recreational reading materials as well as research books.

This year they installed a record library. This is not only for the music section but for foreign language, English, and other fields

requested. Records can be checked out but the section is too new in order to draw conclusions about its usefulness.

Kankakee High School has an enrollment of over 1000. It contains 60 books in the reference section. They are classified thus:

<u>Number of Books</u>	<u>Class of Books</u>	<u>Times Checked Out in 1957</u>
1	780-Introduction	1
2	780.15	0
1	780.3	2
2	780.7	0
1	780.92-History	4
2	782	0
3	784-Vocal	3
1	784.3	0
3	784.8	1
2	785.1	0
2	788-Band	10
5	920-Collection	4
25	921-Biography	20

Mattoon has an enrollment of 1300 in the high school. There are 42 music books on the shelves. The librarian wouldn't take the time to give me an accurate account of their circulation in 1957.

The division of their books is thus:

<u>Number of Books</u>	<u>Class of Books</u>
7	780-General Music
5	780.15-Appreciation
1	780.3-Dictionaries
3	780.7-Study
7	780.9-History
3	782.1-Opera
1	783-Carols
2	784-Vocal Songs
8	788-Band
1	789.913
3	920-Biography

Park Forest is a large high school with 1240 enrollment. There are 76 music books on the shelves. The librarian couldn't give accurate circulation data. They are classed thus:

<u>Number of Books</u>	<u>Class of Books</u>
30	780-Introduction
11	780.9-History
5	782
	784
	785
20	788
15	920-Biography

SUMMARY OF LARGE HIGH SCHOOL LIBRARIES

Large high school libraries seem better equipped than smaller school libraries to offer a variety of music books; however, there is not enough circulation information to decide whether these libraries have much usage of their music books. Although there seems to be an adequate number of books, whether or not these books have been published since 1950 isn't known.

Music appreciation and music theory are usually offered in the high school curriculum and would necessitate more available research materials. In addition to the following books which should be included, duplicate copies of some books are needed also. The music teacher should have close contact with the library. It is wise to know exactly which books are on reserve and that there are enough reference books for use for the number of students and assignments.

CONCLUSION AND RECOMMENDATION

In conclusion, it appears that high school libraries in large schools do not have much better circulation than the smaller schools. It would seem that a wealth of books, a large library, and a qualified librarian could stimulate students' interest better than a less adequate one, but such is not the case.

I have selected eighty books at a cost of \$284.19 which I am recommending to librarians to use as a guide in supplying adequate, new materials to their students.

General Music 780

1. DRINKER, SOPHIE. Music and Women. Coward-McCann, Inc., New York. 1948. \$7.50. 323 p.

The author tells the part women of many nationalities play in the development of music. She starts with the women of New Guinea and from Indian squaw music, funerals and nuns, to Vassar music school. This book should be an incentive to any high school girl who is interested in music.

2. EWEN, DAVID. Home Book of Musical Knowledge. Prentice-Hall, New York. 1954. \$4.95. 482 p.

This is a simplified volume of understandable musical terms for the unschooled music lover. It gives much of the information he needs for intelligent understanding of music, vocabulary, schools and literature.

3. KINSCHELLA, HAZEL G. History Sings. University Publishing Co., New York. 1940. \$5.50. 528 p.

This is a story of music in America which includes 300 years of its growth. The first American composers and the first song composed here make this an American history as well as music history.

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6. DONAN, FREDERICK. The Musical Workshop. Harpers and Brothers, New York. 1947. \$4.00. 357 p.

The author tells the inner story of great music. He traces the creative process through nature, weather, journeys, animals and humor which inspire great works to be composed.

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8. KINSCHELLA, HAZEL G. Music on the Air. Garden City Publishing Co., New York. 1934. \$5.00. 435 p.

The author takes up radio listening and helps the listener separate the good music from the poor. It is interestingly written and every artist, student, and composer should read it. Opera, church music, instrumental music are all discussed. A study of American music makers, contemporary music of China and other countries, modern music and the story of music to the twentieth-century are also included.

9. PEYSER, ETHEL. How to Enjoy Music. G. P. Putnam's Sons, New York. 1933. \$2.00. 157 p.

This is a little book designed for the listener who knows absolutely nothing about music except that it is beautiful and he needs to know more about it.

10. BARQUN, JACQUES. Pleasures of Music. Viking Press, New York. 1951. \$5.00. 624 p.

This book includes musicians from Cellini to Bernard Shaw. The author divided the book into fiction, criticism, musical, life, fantasies and confessions.

11. LEVANT, OSCAR. A Smattering of Ignorance. Doubleday, Doran & Co., New York. 1940. \$4.75. 267 p.

This is a very popular book among musicians because of the humorous style of the author. It is filled with anecdotes of humorous things that happened to famous present day musicians up to George Gershwin.

12. SCHOLLES, PERCY AND WILL EARHART. Complete Book of the Great Musicians. Oxford Press, New York. 1931. \$5.00. 3 v.

This is a three volume set all combined into one big book. It is an appreciation book for young people combining the basic facts of music with familiar examples in composition.

Dictionaries and Encyclopedias 780.3

13. EWEN, DAVID. Music for the Millions. Arco Publishing Co., New York. 1946. \$6.00. 629 p.

This is a very good reference dictionary of music and musicians. It is the first single volume work in any language to deal with all forms of musical masterpieces. It is a non-technical book on masterpieces in every field of music.

14. BLOM, ERIC. Groves Dictionary of Music and Musicians. St. Martins Publishing Co., New York. 1954. \$127.50. 9 v.

This is a 9 volume set of music and musicians and is all inclusive. It is an excellent set and could replace many smaller references.

Musical Essays 780.4

15. FINCK, HENRY. Chopin and Other Musical Essays. Chas. Scribner and Sons, New York. 1889. \$3.00. 273 p.

This book contains interesting little essays on the lives of famous composers which make them seem real and human to the reader. Personal touches are given each composer which make them easy to remember.

16. TAYLOR, DEEMS. Of Men and Music. Simon & Schuster, New York. 1945. \$3.00. 333 p.

The author gives candid comments on music and musicians of the past, present, and future. He proves that behind every strange, odd musician there is a human being.

17. TAYLOR, DEEMS. Music to my Ears. Simon & Schuster, 1949. \$3.00. 288 p.

The author divided this book into six sections resembling sonata form. He explains the symphony and added his own little quips at people which make the book appealing to high school students.

18. TAYLOR, DEEMS. The Well-Tempered Listener. Simon & Schuster, New York. 1945. \$3.00. 333 p.

This book is divided into three sections: the composer, the performer, and the listener. This is a critic's viewpoint on music which is humorous, satirical and delightful. Abstract music, performers and interpretation are included. The three chapters are entitled The Makers, The Givers, and The Hearers. This is a non-technical book.

19. ELKIN, ROBERT. A Career in Music. William Earl and Co., New York. 1950. \$4.75. 255 p.

This is one of the best books discussing the qualifications, training, and the cost of a musical career. Thirteen top music educators had a part in this book so that the student can get a different outlook on music with each personality.

20. JOHNSON, HARRIETT. Your Career in Music. Dutton Publishing Co., New York. 1949. \$3.25. 319 p.

The author answers the question, "Is music the career for you?" Important factors such as salary, raises, living and working conditions, ability, talent are discussed.

21. SPAETH, SIGMUND. Opportunities in Music. Gossett and Dunlap, New York. 1950. \$1.00. 128 p.

Mr. Spaeth is the ideal man to write on this subject since he has been active in almost every field of music from performer to lecturer.

Study of Music 780.7

22. COTT, TED. Victor Book of Music Fun. Simon and Schuster, New York. 1945. \$1.50. 169 p.

This is a collection of musical quiz games, anecdotes, and cartoons and is a wonderful 169 page book of musical fun for all. A high school student could use this book at any recreational gathering.

23. LEEMING, JOSEPH and AVERY. It's Easy to Make Music. Watts Publishing Co., New York. 1948. \$3.00. 208 p.

This book tells how to play all the popular instruments including the sweet potato and ukelele which would appeal to the non-band student especially.

History of Music 780.9

24. BAUER, MARION and ETHEL PEYSER. How Music Grew. G. P. Putnam's Sons, New York. 1939. \$5.00. 647 p.

The authors start from pre-historic times to the present day and is a comprehensive and accurate history told in a simple and straight-forward style suitable for both children and adults.

25. BAUER, MARION AND ETHEL PEYSER. Music Through the Ages. G. P. Putnam's Sons, New York. 1946. \$5.00. 632 p.

This book is designed as a tool for the student to pick out the high points in the long and vivid story of music. It is meant to help readers in their understanding of radio, recorded and concert hall music.

26. FINNEY, THEODORE. History of Music. Harcourt, Brace and Co., New York. 1935. \$5.00. 635 p.

This book is used as a college text at Eastern Illinois University and would be valuable as reference material. It is simply written and easy to read.

Dramatic Music 782.08

27. CROSS, MILTON. Complete Stories of the Great Operas. Doubleday and Co., Inc., New York. 1947. \$2.95. 627 p.

This is an attempt to fill a need to tell the stories of the best known operas completely and accurately with every bit of essential action described. It is a non-technical book.

28. KOBBE, GUSTAV. Complete Opera Book. G. P. Putnam's Sons, New York. 1954. \$10.60. 1262 p.

This is a very inclusive and very good material on opera. Four hundred leading airs in motives, schools of opera history before Gluck. Operas by Mozart, Beethoven and Weber are discussed. French opera, Italian, modern Italian, modern French, German, Bohemian, Russian, American are included in a technical manner.

29. LAWRENCE, ROBERT. *Carmen*. Metropolitan Opera Guild, New York. 1938. 39 p.
Bizet was strongly impressed by the book of Prosper Merimee "Carmen" and so he decided that he must set the exciting gypsy story to music. A juvenile book which would be excellent to introduce opera.
30. LAWRENCE, ROBERT. *The Twilight of the Gods*. Metropolitan Opera Guild, New York. 1939. 39 p.
This opera is written by Richard Wagner and is the climax and conclusion of the epic, "Ring of the Nibelung". It is written with all the fire and thunder of Wagner's style.
31. LAWRENCE, ROBERT. *Lohengrin*. Metropolitan Opera Guild, New York. 1939. 39 p.
This is one of the series of opera books published by the Met. which is a very good way to interest young people in opera. This is the beautiful story of Richard Wagner's Lohengrin.
32. LAWRENCE, ROBERT. *Siegfried*. Metropolitan Opera Guild, New York. 1938. 39 p.
This is another of Richard Wagner's "Ring of the Nibelung" which is written in dramatic style with beautiful illustrations and musical excerpts from the most famous airs and scenes.

Christmas Carols 783.6

33. WASNER, FRANZ. *Story of the Trapp Family*. Pantheon Books, New York, 1950. \$3.50 128 p.
This is a beautiful book of Christmas Carols from many lands with both original and English words. The carols are arranged for voice and piano by the Trapp family musical director. This would be of interest to both young and old.
34. WHEELER, OPAL. *Sing for Christmas*. Dutton Publishing Co., New York. 1943. \$3.75. 127 p.
This is a collection of twenty-nine carols which opens with the story of St. Frances and his Little Brown Brothers.
35. YOUNG PERCY. *Carols for the Twelve Days of Christmas*. Roy Publishers, New York. 1954. \$3.50. 140 p.
This is another good collection of Christmas carols which should be included if another carol book is needed. This is a standard collection that would benefit everyone.

Vocal 784

36. FREEMAN, LARRY. *The Melodies Linger On*. Century House, New York. 1951. \$3.50. 212 p.
The author tells the history of eighty years of popular songs and pictures of old song covers and advertisements which make this

book very appealing to high school students. It starts with "Sweet Adeline" and ends with "White Christmas". Close harmony singing, phonograph fever, radio music and the juke box all figured in the history.

37. LOMAX, JOHN and ALAN. Folk Song U. S. A. Duell, Sloan and Pearce, New York. 1954. \$4.75. 407 p.

This is a sampling of homemade hand-me-down in words and music. The Lomax family traveled extensively to record these ballads and makes it a fine collection.

38. SPAETH, SIGMUND. History of Popular Music in America. Random House, New York. 1948. \$5.00. 729 p.

This is the history of ballads, ragtime, jazz and the stories behind the songs from Yankee Doodle to the present. Such things as slang, clothes, hair styles, inventions, games, food and drink have influenced our popular songs and would interest any high school student.

Folk Songs 784.4

39. SANDBURG, CAR. New American Songbag. Broadcast Music, New York. 1950. \$2.50. 107 p.

This is an excellent collection of folk songs. He has done extensive work in collecting songs which deals with the history of America and has 280 songs in this collection.

40. LOMAX, JOHN and ALAN. American Ballads and Folk Songs. The MacMillan Company, New York, 1934. \$7.00. 625 p.

This book contains folk songs and collections of the railroad songs, blues, minstrel songs, war songs and soldiers' songs. The melody line only is included and was obtained from wax records, aluminum and celluloid recordings.

41. PAN-AMERICAN UNION. Latin American Song Book. Ginn and Co., Chicago, 1942. \$1.76. 128 p.

This book contains songs which you would hear and sing many times if you were to travel or live among the people of Latin America. This would be beneficial to a Spanish class.

42. FELTON, HAROLD W. Cowboy Jamboree. Knopf Publishers, New York. 1951. \$3.00. 107 p.

Here are the words and music of twenty songs that the cowboys sing. Included also is the legend and lore that enliven the history of the West, especially arranged and prepared for young people. The piano accompaniment is simply arranged.

National Anthems 784.71

43. National Anthems and How They Came to be Written. New York. 1950. \$1.00. 31 p.

This is a pamphlet telling the stories behind the national anthems of the USA, England, Germany, Korea and other countries.

Negro Spirituals 784.756

44. JOHNSON, J. W. Books of American Negro Spirituals. Viking Press, New York, 1940. \$4.95. 200 p.
This would be a valuable book to own, especially if there are any colored students in the school. This book contains the words and music to 120 spirituals.

Operettas 784.8

45. TAYLOR, DEEMS. Treasury of Gilbert and Sullivan. Simon and Schuster, New York. 1941. \$6.00. 405 p.
This book contains the stories of all of their operettas, how they came to be written and also how Gilbert and Sullivan started writing together.

Orchestra 785.1

46. HUNTINGDON, HARRIETT. Tune Up. Doubleday and Co., New York. 1942. \$2.50. 277 p.
The author describes each instrument, its origins, its construction and its place in the symphony orchestra. There are very attractive pictures of the instruments in the hands of young musicians. This is a non-technical book.
47. MONTGOMERY, ELIZABETH. Story Behind Musical Instruments. Dodd, Mead and Company, Inc., New York. 1953. \$2.75. 196 p.
The author describes how and where each instrument came about in a very interesting and appealing manner. For example, the history of the violin includes the history of Amati, Stradivari, Tourte, and Erard which influenced the development of the instrument.
48. MCKINNEY, LAWRENCE. People of Note. Dutton Publishing Co., New York. 1950. \$1.50. 63 p.
The author describes in humorous verse but accurately the various instruments of a symphony orchestra.
49. EWEN, DAVID. Dictators of the Baton. Prentice-Hall, New York. 1949. \$3.50. 310 p.
This account concerns the 25 major American symphony orchestras and their permanent conductors and the story of their success. This would be of interest to any prospective conductors.
50. STODDARD, HOPE. From These Comes Music. Crowell, New York. 1952. \$3.50. 256 p.
The author holds a discussion with each professional player on his instrument plus an introduction to the instrument, explanation of technical terms, etc. This is for the advanced reader.

Bands 788

51. GRAHAM, ALBERTA. Great Bands of America. Nelson Publishing Co., 1951. \$2.00. 185 p.

This is a summary of the American band with the history and personalities in our outstanding bands of today and yesterday. Military bands, circus bands, Salvation Army bands, city bands, and park bands all make this an interesting, easy to read book for everyone.

52. ROBERTS, BOB and NADINE WHALEN. Twirler and Twirling Corps. Carl Fisher, New York, 1954. \$1.00. 32 p.

This would be an asset to any band director who has to help the twirlers and knows very little about it. The twirlers are given routines, one hand, both hands, and finger twirls plus band signals.

53. MILLIGAN, ROY. Band Rules and Regulations Handbook. 1951. \$1.00. 103 p.

This is a good book for all band members to read and understand. Rules concerning attendance, performance, uniforms, music are included.

Bells 789.5

54. COLEMAN, SATIS. Book of Bells. Doubleday and Co., Inc., New York. 1953. \$2.75. 177 p.

The author tells the story of Christmas bells, legends of bells, influence of bells, magic of bells, ringing of bells, and everything imaginable about bells which makes this a very complete account.

Recording Collection 789.912

55. AFFELDER, PAUL. How to Build a Record Library. Dutton Publishing Company, New York. 1947. \$3.00. 256 p.

The author lends a helping hand to the would-be music lover who wants to build a rewarding and meaningful home recording library. The students as well as the music instructor and librarian can make good use of this book.

Biography 920

56. EWEN, DAVID. The Story of Arturo Toscanini. Henry Holt and Company, New York. 1951. \$3.50. 141 p.

The author states that Toscanini was certainly the greatest living conductor and perhaps the greatest conductor of all time. There is a rich and vibrant portrait of a man whose life and devotion to music has never wavered even when it meant exile from Italy.

57. HANDY, W. C. Father of the Blues. The MacMillan Company, New York. 1941. \$3.50. 309 p.

This is an autobiography about Mr. Handy. He writes of his life with charm and dignity. He tells of his early struggles, his father's ministry, the hard lot of a Negro knocking about. It was under the strain of bankruptcy and temporary blindness many years later, that he gradually realized the importance of his new creation. This book has personality and humor and would appeal to any high school music enthusiast.

58. BAKELESS, KATHERINE. Story Lives of Great Composers. J. B. Lippencott Company, New York, 1940. \$2.75. 246 p.

This is a stimulating and enlightening series of studies of the influences of great musicians upon each other. This is a book to arouse musical interest and appreciation in young and old.

59. EWEN, DAVID. Men and Women Who Make Music. Merlin Publishing Co., New York. 1949. \$4.00. 233 p.

This book contains information on living musicians. Composers, pianists, violinists, vocalists are included to interest anyone interested in a professional account of the musician.

60. PURDY, CLAIR LEE. Stormy Victory. Julian Messner, New York. 1942. \$4.00. 245 p.

This is a very good story of Tschaiakowsky's life which every music enthusiast would enjoy because it is written in a popular exciting story form.

61. THOMAS, HENRY and DANA. Forty Famous Composers. Haleyon House, New York. 1948. \$3.50. 438 p.

The authors present the life stories of the world's great composers. The author's aim has been to paint personality pictures of living men, rather than compile dry facts about dead geniuses. I would recommend this book because it makes people come to life.

62. EWEN, DAVID. Men of Popular Music. Ziff-Davis, New York. 1952. \$4.50. 213 p.

The author traces the evolution of our popular music during the last forty years. That evolution is told through the careers, achievements, aspirations and personalities of men like W. C. Handy and Louis Armstrong.

63. VEHANEN, KOSTI. Marian Anderson. Whittlesey House, New York. 1941. 270 p.

This is the story of a Negro of humble origin. Although she was born of controversy, Cabinet members, Senators and leaders in business and society respected and accepted her. This book offers an unusually rich and intimate portrait of the outstanding singer of our day as seen as a courageous and wholly admirable personality. It contains hundreds of anecdotes which make it very interesting to a high school reader.

64. EWEN, DAVID. Living Musicians. H. W. Wilson, New York. 1950. 390 p. \$5.00.

65. EWEN, DAVID. American Composers of Today. H. W. Wilson, New York. 1949. \$4.00. 265 p.

Biographical Dictionaries 920.3

66. G. & C. Merriam Co., Webster's Biographical Dictionary. New York. 1953. 1697 p.

This is a very concise history of names of noteworthy persons including musicians, both foreign and American. Composers, conductors, performers, and great masters both dead and alive are included. This is a very fine book for reference work and probably a library would have one already.

Individual Biography 92

67. EWEN, DAVID. The Story of George Gershwin. Henry Holt and Company, New York. 1948. \$3.00. 211 p.

This is the biography of an American composer of popular music. It is based on the author's memories of his personal acquaintance with Gershwin. This is published as a book for young people and coming close to their own time, it will be of great interest to high school students who would like a better understanding of modern music.

68. EWEN, DAVID. The Story of Irving Berlin. Henry Holt and Company, New York. 1950. \$3.00. 179 p.

The author tells the story of the composer's beginnings in a little Russian village more than fifty years ago. Here is the poverty stricken childhood on the Lower East Side, here is the budding musical genius, a singing waiter in Bowery saloons. This is his story of the musical comedy stage, the radio and the movies.

69. PURDY, CLAIRE LEE. He Heard America Sing. Julian Messner, New York. 1940. \$2.75. 236 p.

The author has made use of known facts and traditions in the lives of Stephen Foster and his family; to heighten dramatic interest the author has made use of fiction in describing incidents forming the background for the facts. This account of Stephen Foster and of his American folksongs is also a recreation of colorful sections of American life. The steamboat, the Negro slaves and the covered wagons all furnished inspiration for the twenty-eight songs included.

70. BENET, LAURA. Enchanting Jenny Lind. Dodd, New York. 1939. \$3.00. 452 p.

This is an authentic biography of Jenny Lind's first thirty years. Although she lived in a very different period in history, she is a real person with whom the girl of today will feel at home. This is a book for older girls.

71. SPAETH, SIGMUND C. Dedication. Henry Holt and Company, New York. 1950. \$3.00. 180 p.

This is the story of Robert Schuman and Clara Wieck and follows their romance from the first meeting of the young composer and Clara and the objection of Mr. Wieck. The latter part of Schuman's life is very sad and Clara dedicated the rest of her life to his music.

72. GOSS, MADELINE. Deepflowing Brook. Henry Holt and Company, New York. 1938. \$3.50. 239 p.

This is the story of Bach's religious nature and the part it played in the development of his music, of his affection for his family and the various royal patronages he enjoyed. The book has a very attractive format with suitable illustrations for junior and senior high schools.

73. GOSS, MADELINE. Beethoven, Master Musician. Henry Holt and Co., New York. 1946. \$3.50. 364 p.

The author has skillfully emphasized the facts and events most interesting to youthful readers. Boys and girls will find in this volume a Beethoven who is alive and very human. No small part of the value of the book lies in the picture it gives of musical circles in early 1800's. Beethoven seems real because the background is so interesting and because his friends and patrons appear as personalities not as mere names.

74. PURDY, CLAIRE LEE. Victor Herbert; American Music Master. Julian Messner, New York. 1944. \$2.75. 271 p.

This is the story of a man who brought real genius to the comic opera of his day includes selections from his music a complete list of his works, available recordings and other useful data.

75. LOCKNER, LOUIS PAUL. Fritz Kreisler. The MacMillan Co., New York. 1950. \$5.00. 455 p.

This is a biography of the famous violinist and composer. He presents glimpses into all phases of his life, his early developed understanding of music, his teachers, his marriage, his associates, various tours to all parts of the world, his tragic automobile accident, and the more recent years.

76. GOSS, MADELINE. Unfinished Symphony. Henry Holt and Co., New York. 1941. \$3.50. 308 p.

This is a biography written in story form. The author included a chart which relates the happenings in Schubert's life with the other musical and non-musical events of the time, a list of his compositions, and a reading list of books related to his life. His ease and joy in creating, the charm and simplicity of his nature, and a sense of his music are all present in this account of this great composer.

77. GOSS, MADELINE. Brahms, the Master. Henry Holt and Company, New York. 1943. \$3.50. 351 p.

This book is also in story form. The author talks of Brahms's love of Clara Schuman in a romantic style.

78. EWEN, DAVID. Haydn; a Good Life. Henry Holt and Company, New York. 1946. \$3.00. 245p.

The author tells of the religious Haydn. His musical career began with the church and his great ovations "The Creation". He was a slow composer who composed at the piano. He lead a happy, romantic life and this is a well written book about him.

79. HUMPHREYS, DENA. On Wings of Song. Henry Holt and Company, New York. 1944. \$3.00. 285 p.

This is the biography of Felix Mendelssohn-Barthody. He was one of the rare musicians who never suffered because of poverty. He traveled frequently all over Europe and lead a happy life.

80. PURDY, CLAIRE LEE. Song of the North. Julian Messner, New York. 1941. \$2.75. 274 p.

The composer of the north is Edvard Hagerup Grieg who did the most toward developing a Norwegian national style. The author shows the influence of folk-songs, not creative genius was Grieg's inspiration.

In concluding this paper, I am including an article¹ from a magazine which is the best example of librarian-teacher cooperation I have discovered.

"The use of the library in connection with the music program in a school is primarily concerned with that area of instruction known as Music Appreciation. This is a misnomer which I² have been fighting for years since it is my belief that you cannot teach anyone to "appreciate" a sunset; a particular work of art; a piece of sculpture; or a Bach Fugue. I feel personally, that all that lies within the power of the teacher is to expose the youngster to the various elements and the background of a work of art, but the appreciation must come from the child. I prefer then, the term Music Listening for such a course.

All too frequently in the past Music Listening has been taught with the child as a sort of rock. A rock with ears but no mouth sitting quietly while torrents of sound poured over and around him. A little of it penetrated the ear drum at which time he would tap his foot rhythmically or nod his head. Or the instructor would choose only program music wherein the violins symbolized a weeping Juliet or the bassoon a stomping bromstick carrying buckets of water for the Sorcerer. Unfortunately, many of the school recordings and record players have been so bad, so noisy, scratched and distorted that few students would be moved to tap their feet to a Sousa march and, indeed, have made musical enemies.

We have, therefore, turned out a public, which has a phonograph in one home in three and a nation wherein the sale of phonography records is phenomenal but a public of "rocks" who can sit quietly while huge tonal clusers and masses of sound pass over them while they indulge in foot tapping. There are too many people who are satisfied with picking out Juliet's wail, or the donkey's little feet making tracks as in the "On the Trail section of Grofe's Grand Canyon Suite." We have a public that on hearing Palestrina, Bach, or the modernists Britten or Stravinsky who fall back on the old cliché, "I personally don't like it!" No need to ask them why, as in most instances they would never tell you. The basic reason is they just can't tap their feet or hear the cello as the noble Don paying court to Dulcinea in Strauss' Don Quixote.

¹American Library Association, Bulletin. Chicago, Illinois. February 6, 1957. pp. 84-87.

²Mr. Donald Brost, Director of Vocal Music, Alexander, Ramsey High School. St. Paul, Minnesota.

At Ramsey High School we were determined to do something that would help the situation beginning with the Junior High General Music Classes. We wanted a course that would help to develop intelligent listening to all kinds of music, not merely trying to make the youngster like classical music but to rather really understand all types of music, how it is made, how it came about, the historical significance of the music--whether it be jazz, folk, or symphonic. We wanted to give him enough to enable him to decide for himself just what kind of music he enjoyed, with a basic understanding which would permit him to recognize a good horn solo or a clarinet cadenza whether it appeared in a Benny Goodman number or a Toscanini concert. With the help of an excellent administration and with the cooperative and understanding librarians, we reorganized the course with an entirely different approach.

We began with instrument recognition in the seventh grade. How can you really enjoy listening if you cannot distinguish between the sound of a clarinet or saxophone, trombone or trumpet? What can you say of the music? Are inane comments sufficient as "That's keen," "Swell" or some of the more expressive jargon of the youth of today? Their expressions speak for themselves. They're not certain even when listening to the juke boxes just what instrument it was that made that eerie wail which tingled the spine.

In approaching the unit on instrument recognition we drew heavily on library resources. Some of the excellent books we used were The First Book of Jazz, This is an Orchestra, Tune Up, What Makes an Orchestra, and The Picture Book of Musical Instruments. The books have been published since 1950. All these titles present the subject matter excellently and while they are easily on the seventh graders' ability level, adults will enjoy them equally. I heartily recommend them for every school library. We showed the Encyclopedia Britannica film Symphony Orchestra; and studies the sounds of the instruments using the RCA Victor set instruments of the orchestra and visualized these by means of the film strip series produced by the University of Nebraska entitled Instrumental Series. As a culminating feature of the program--instrumentalists were brought in from the Instrumental Department to discuss their instruments and perform for us.

Next, we divided the History of Music into 6 generally accepted major divisions:

- Antiquity - up to 700 A.D.
- Polyphonic - 700-1685
- Baroque - 1685-1750
- Classic - 1750-1820
- Romantic - 1820-1900
- Modern 1900-

We chose twelve composers as the outstanding representatives of the six divisions. Palestrina, Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Debussy and Gershwin. Now, some may say, we have left out a great many important composers. True, but remember we are only laying the foundation for further study for those who will have a continuing interest as well as a good basis for anyone in the classic field.

Here again, the library materials center helped us to locate the outstanding and significant features of each historical period. Without going into too much detail, each student was required to hand in a bare outline. For example, the fact that the Baroque Period was a period of powdered wigs, elegance of the highest order in architecture and sculpture, music, likewise was highly ornamental; or the rise of Protestantism was responsible for the chorals and chord melodies. After presenting the background of the period, each student outlined the more important facts of the composer's life. We tried to keep away from encyclopedias as far as possible and suggested research in books using the Opal Wheeler's Series of musicians, Goss' Beethoven, and for the more advanced, Davenport's Mozart and so forth. We stressed the fact that the student would put nothing in his report either oral or written that he didn't understand or that he couldn't put into his own words. As a result the dictionaries were in constant use, as well as Grove's Encyclopedia, the Dictionary of Music and Musicians and other reference books. Then, when the actual reports were given, appropriate films were shown, using the Film Strip Series of Great Composers. The wonderful Vox Record Series of Lives and Great Composers were played, in which each recording tells the life of the composer and presents fourteen examples of his music. We concentrated also on the sound of the music which makes it peculiar to each Period. When we were finished with the Unit on Classic Composers, I am pleased to say, we could choose a recording at random without revealing the name of the composer or the selection and the students could fairly accurately place it in its historical setting.

How were the reports? Well, they ranged from a brilliant oral report from a seventh grade boy on the great Polyphonic Church Composer Palestrina and one of the best I have heard, to the following report on Schubert--which I suspect was written in a great hurry to meet a deadline. "Schubert is known equally well for his Stringed Quartets as well as (picture through the courtesy of the Magnavox Collection) for his symphonies." You will find the statement and the picture in Compton's Encyclopedia. Here again the library materials center provided films, recordings, film strips, books and magazines without which we could not have functioned.

We offered a unit on Jazz in which we used the excellent Langston Hughes' The First Book of Jazz, amplified by his record-

ing. Also, the Folkway's Series of Recording History of Jazz. Many new books on jazz, which we are fortunate to have were invaluable. I have never considered myself a jazz devotee, but at the request of the students, we took up the study in the eighth grade. I find the short, brilliant history of jazz most fascinating and I have learned to respect and enjoy this musical idiom. One must be a little careful as some of the jazz terminology gets a little blue; most of the good books on the subject avoid it, however.

I can't say enough about the provision which was made for out listening room in our library quarters. It has proved a great asset for the entire instructional program in our school. While I know it is not within the reach of all schools, I highly recommend a separate listening room for the benefit and enjoyment of students and faculty alike in architectural plans of new school buildings. In case of remodeling or enlarging library quarters, I urge space be provided in the conference room if it is impossible to have a separate listening room.

Here is another teaching suggestion or project which we found most worthwhile. We put out stacks of back issues of music magazines including Down Beat, Etude, Dance Magazine, Keyboard Junior, Musical America, Opera News, and School Musician. The youngsters were given an hour to just browse through these magazines which, unfortunately, sit so often, unnoticed and untouched. The students were asked to find one article which they found particularly interesting and report on it at a future date. This introduced and encouraged the student to open and browse through a magazine devoted to a special field.

In choosing the materials which we have used, the planning was accomplished by the librarians and music personnel working together as a team. Without the wonderful help and encouragement of the library and, of course, the remarkable financing provided by the people of our District through our Superintendent, we could never do this type of work.

Is it a success? We hope so, and though we will be searching always for new and better ways to accomplish our purpose, we think it's a good start."

APPENDIX A

This list was furnished to me by Dr. James Eberhardt of Eastern Illinois University library faculty. The following list of subject books and percentages is a recommended list from Eastern University Library. As indicated, 5 percent of the total volumes should be in Fine Arts which includes all of the fine arts, not just music.

HIGH SCHOOL

<u>Dewey Number</u>	<u>Subject</u>	<u>Percentage</u>
000-099	General reference	2
100-199	Philosophy	1
200-299	Religion	1
300-397	Social Sciences	8
400-499	Languages	1
500-599	Science	10
600-699	Useful arts	10
700-799	Fine arts	5
800-899	Literature	15
910-919	Geography and travel	7
920-929	Biography	9
900-909, 930-999	History	11
F,398, SC	Fiction, Fairy Tales and Story Coll.	20

APPENDIX B

Library Expenditures. That part of the annual secondary school budget devoted to library expenditures varies according to the size of the school; the smaller the school, the greater the pupil per capita expenditure. A minimum amount of \$200.00 is expended annually in each secondary school for the purchase of library books, periodicals, newspapers, pamphlets, vertical file materials and supplies.¹

Schools with an enrollment of 1000 pupils expend 50¢ per pupil. Schools with an enrollment of 500 to 999 pupils expend 75¢ per pupil. Schools with an enrollment of 200 to 499 pupils expend approximately \$1.00 per pupil. Schools with an enrollment of less than 200 pupils expend not less than \$200.00

Library Service. Adequate provisions for the school library should include the following:

1. A budget which provides adequately for the maintenance and improvement of the library.
2. Continuous and systematic use of the library by teachers.

¹National Education Association. The North Central Education Association. Washington, 1958.

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